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ABSTRACT

To assist local school districts by making available curriculum materials that can be incorporated into the regular instructional program, a set of career awareness curriculum kits were developed by elementary and junior high school teachers in Oregon for grades K-8. The curriculum was based upon five program goals which were mastered by a set of course goals, performance indicators, instructional goals, and classroom activities (220 activities make up the heart of the curriculum kit.) The program goals were stated as follows: identify and develop attitudes about the world of work; acquire knowledge about the world of work; identify individuality and continue to develop a relationship with occupational roles; develop skills in decision making, communicating, and creating as related to the world of work; and develop physical and mental skills related to occupational roles. The curriculum kits were field tested by 160 teachers and 4,000 students. Based on the results of the field test, the kits were revised and then printed for distribution and marketing. Finally, recommendations were made to state education agencies and/or local education agencies wishing to adopt/adapt the curriculum. (The curriculum materials are available in ten separate documents, CE 014 951-960). (BM)

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ED154118

FINAL REPORT

"K-8 Career Awareness/Exploration Curriculum Materials"

(Grant No. 24-000-161)

Written by: Daniel B. Grimes
Project Director

Marion County IED
3180 Center NE
Salem, Oregon 97301

October 30, 1977

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OE 014 942

Oregon Department of Education
Career Program Development and Evaluation Unit
Exemplary

ABSTRACT

Title: K-8 Career Awareness/Exploration Curriculum Materials

Institution: Marion County
Intermediate Education District
3180 Center NE
Salem, Oregon 97301

Project Director: Daniel B. Grimes

Project Duration: July 1, 1976, through June 30, 1977

Costs:	Federal	Local	Total
	$7,500	$33,384	$40,884

Number of students affected: 4,000

Number of staff involved: 170

Project Description:

The K-8 career awareness curriculum materials reflect a goal-based program that articulates the goals for career education in Oregon. The goals for career awareness for Oregon are as follows:

The student will:

1. Identify and develop attitudes about the world of work,

2. Acquire knowledge about the world of work,

3. Identify their individuality and continue to develop a relationship with occupational roles,

4. Develop skills in decision-making, communicating, and creating as related to the world of work,

5. Develop physical and mental skills related to occupational roles.

The curriculum is based upon these five program goals which are mastered by a set of course goals, performance indicators, instructional goals, and classroom activities. (Two hundred and twenty activities make up the heart of the curriculum kit.)

Each of the five program goals is supported by a set of course goals that will divide the goal into a variety of learning objectives. Each course goal will be supported by three performance indicators which will help to make evaluations. Each performance indicator will be supported by classroom activities. Each activity that is developed is grade-level and subject-matter based. Teachers using the materials will be able to identify the appropriate grade level that is to be used (K-8) and the subject matter that it will integrate into. The activities will help to make relevant and enhance the basic curriculum.

Purpose:

The purpose of the K-8 materials is to assist local school districts by making available curriculum materials that can be incorporated into their instructional programs. These materials will provide teachers with the resources they need to implement career education in their classrooms.

Procedures and Outcomes:

Procedures are set to develop, field-test, revise and to begin to disseminate the curriculum materials within a two-year period of time. Two hundred and twenty classroom activities have been written by ten elementary and junior high teachers. The materials were field-tested involving over 160 teachers and 4,000 students representing 20 school districts around the state. Results from the field test were collected and summarized and revisions were made. The materials were published and are being sold to LEAs on a break-even cost basis. A cadre of teachers are available to provide inservice training in utilizing the curriculum materials.

A. Body

Background and Instruction

Throughout the State of Oregon many school districts have expressed the need for goal-based career awareness/exploration curriculum materials that can be incorporated into the teachers' present instructional program.

To meet the needs of the LEAs, which include a potential of approximately 15,000 teachers and 350,000 students (K-8), it is the project goal to develop curriculum materials that will aid the teacher in integrating career awareness/exploration activities into the subject matter being taught. In doing so, the classroom teacher will benefit as well as the entire staff since all K-8 teachers will have access to curriculum materials. The materials have a developed scope and sequence from one grade level to the next.

The set of curriculum materials include 220 classroom activities representing the five program goals for career awareness in Oregon as stated in the Oregon Department of Education Career Awareness Guidelines. They are as follows:

The student will:

Program Goal 1. Identify and develop attitudes about the world of work,

Program Goal 2. Acquire knowledge about the world of work,

Program Goal 3. Identify their individuality and continue to develop a relationship with occupational roles,

Program Goal 4. Develop skills in decision-making, communicating, and creating as related to the world of work,

Program Goal 5. Develop physical and mental skills related to occupational roles.

Each of the five program goals is supported by a set of course goals that will divide the goal into a variety of learning objectives. Each course goal will be supported by three performance indicators which will help to make evaluations. Each performance indicator will be supported by classroom activities. Each activity that is developed is grade-level and subject-matter based. Teachers using the materials will be able to identify the appropriate grade level that is to be used (K-8) and the subject matter that it will integrate into. The activities will help to make relevant and enhance the basic curriculum.

Stages in Curriculum Development

From July 1, 1976, through June 30, 1977, the career awareness curriculum kits were developed by ten elementary and junior high teachers, field-tested by elementary teachers and students from LEAs, revised and printed for distribution at a cost recovery basis.

- The committee spent 30 days in July to develop classroom activities for the curriculum kits. During the 30-day writing time, a format for the printing of the field-test copy kits was determined.

- The field-test copies of the kits were scheduled for printing late summer 1976. After printing, the career awareness specialist of the Oregon Department of Education distributed the kits to 20 selected field-test sites for piloting. Monitoring and follow-up services were provided by the career awareness specialist.

- Twenty selected field-test sites involving 160 teachers and approximately 4,000 students were representative of the elementary schools in Oregon which included large and small schools; rural, urban and suburban settings. These sites field-tested the kits from approximately December 1, 1976, through May 1, 1977. As the activities were tested, evaluation forms for each activity were sent to the Oregon Department of Education for data gathering purposes. (Refer to Appendices B and C.)

- When the field testing was completed in late May of 1977, the curriculum writers met for three days to revise, add and/or delete activities from the kits in June of 1977. After revisions, the kits were sent to the Division of Continuing Education Publishers in Portland, Oregon, for printing. Funds for printing were made available by the Oregon Department of Education. It is intended that the finished product will be marketed for the amount it cost to produce. In conjunction with the sale of the materials, teacher inservice training is made available from a selected cadre of teachers from around the state at the LEAs expense.

Project Staff

The project staff included the following individuals:

Name	Position	Title	Experience
Daniel B. Grimes	Spec., C. A.	Project Director	ODE Program Specialist
Tom Williams	Specialist, Career Exploration	Project Director	ODE Program Specialist
John Young	Spec., C. A.	Project Chairman	School Dist. C.A. Coordinator
John Davies	Principal	Curriculum Writer	Elem. School Principal
Loretta Ness	Teacher	Curriculum Writer	Fifth Grade Teacher
Nancy Combs	Teacher	Curriculum Writer	Kindergarten Teacher
Louis Cava	Teacher	Curriculum Writer	Third Grade Teacher
Duane Altig	Teacher	Curriculum Writer	Jr. High School Teacher
Sandra Ferrell	Teacher	Curriculum Writer	Jr. High School Teacher
Janice Olson	Teacher	Curriculum Writer	Jr. High School Teacher

B. Major Accomplishments or Outcomes

In order to accomplish the project, goals procedures for curriculum development were set in developing, field-testing, revising and disseminating the product. The following outlines the steps taken to insure a quality product.

B. Major Accomplishments or Outcomes

Goals - Objectives - Activities - Timeline

Component 1

Curriculum Development Goal	Objectives	Activities
1. To provide teachers within the state career awareness resource teaching materials to be used in the classroom.	A. Develop grades K-8 career awareness curriculum materials using the expertise of elementary and junior high teachers as project writers.	1. Select and form a committee of 10 teachers during the month of June 1975. 2. From July 1 - August 15, 1976, bring the committee together for 30 days of writing and putting together the curriculum kits. Arrange to meet for work sessions at Chemeketa Community College, Salem. 3. Make arrangements with DCE Publishers in Portland, Oregon, to print the field test copy by August 1, 1975.
	B. Field-test, revise and disseminate career awareness curriculum materials to LEAs.	1. Select and instruct teachers from 20 LEAs from around the state to field-test the curriculum materials by October 1976. ODE career awareness specialist will implement and monitor the field testing. 2. Begin field-testing in pilot school by December 1, 1976. 3. Finish field testing by late May 1977, and complete the results from the evaluations of the tested material.

Component 1 (cont.)

Curriculum Development Goal	Objectives	Activities
		4. Bring the writing committee back together to make revisions on the field test material for three days in June 1977. Will make arrangements to meet for work sessions at the Marion County IED. 5. Make arrangements for DCE publishers in Portland to print and market the final copy of the curriculum kits by September 1977.

Component 2

Staff Development Goal	Objective	Activity
2. To increase the ability of teachers to deal effectively with career awareness/exploration resource teaching material.	A. Provide in-service training sessions to classroom teachers, grades K-8 concerning the utilization of the K-8 career awareness/exploration curriculum materials.	1. Select cadre of teachers will be available to in-service teachers in the state in the use of the K-8 materials upon request. (September 1977--ongoing process.)

K-8 Career Awareness/Exploration Curriculum Project

Timeline

June 1976	Select and form a committee of teachers to be project writers
July-August 1976	Develop the curriculum materials--30 days
August-October	DCE print, field test copy
October	Select and instruct 20 LEAs in field testing curriculum
December 1	Begin field testing in pilot schools
May 30, 1977	Finish field test--collect evaluations--compile data
June 1977	Revisions--three days
July - Sept. 1977	DCE print final draft--begin marketing
Sept. 1977 ongoing	Provide support services to LEAs and continue marketing

The field testing of the materials by 160 teachers K-8 involving approximately 4,000 students proved to be very beneficial. The feedback received was essential in revising the materials. The curriculum team members were able to put the polishing touches on the activities to insure a quality product. Involving teachers and students in the field test has definitely added credibility to the materials.

Dissemination of Materials

In disseminating the materials to LEAs a major campaign is planned for, based on the following considerations:

1. Develop and distribute an announcement flyer/brochure explaining the availability of the materials statewide to all LEAs.

2. Develop and distribute a sample kit explaining the materials to prospective purchasers, upon request.

3. Provide orientation inservice during annual conferences to existing career awareness and exploration cadre members (trained by the ODE during previous years). The cadre are actively involved in presenting the materials during the workshops they conduct in their local areas.

4. Involve the ODE's 16 regional career/vocational education coordinators located in 16 regions of the state. When they are working with LEAs in the field they will present the K-8 materials as a possible program for purchasing.

5. Contact all LEA's career and vocational education directors about the availability of the K-8 materials and inservice training for teachers in their district K-8.

6. The ODE career awareness and exploration specialists continue to inform and involve agents in the field about the K-8 materials by newsletters, writing letters, phone calls, workshops, etc.

7. The ODE career awareness and exploration specialists continue to work with the appropriate staff in marketing ideas, techniques and distribution of materials.

All in all, the dissemination and utilization of the K-8 career awareness/exploration curriculum materials will be a continual process. Teacher/user inservice training promotion will be a key component to the effectiveness in implementing the curriculum materials. The LEAs have the opportunity to purchase and utilize a comprehensive/goal-based instructional program to be interdisciplinary with the existing curriculum, and at the same time meet the Oregon Department of Education instructional program requirements as outlined in Part 1 of the "Minimum Standards."*

* Elementary and Secondary Guide for Oregon Schools, Part I, ODE, 1976.

C. Evaluation

The project has been evaluated by field-testing the activities that make up the curriculum kits. Selected teachers who field-tested the activities were required to complete evaluation forms to assess the effectiveness of the activities and the format of the curriculum kit. (See appendix attachment--general information sheet, activity assessment and curriculum kit assessment.)

When these evaluations were completed, the results were tabulated and analyzed and used as the basis for curriculum revision by the project writers.

The following statistics recap the overall results of the field test.

K-3 Career Awareness Curriculum Kit Field Test

Number of activities tested overall (Some activities were tested several times)	=	319
Number of teachers field-testing	=	75
Number of students impacted (est.)	=	1,875

K-3 Career Awareness Curriculum Kits

Final

Program Goal	Activities Assessed		Total Assessments
	Number	Percent	
#1	16/16	100	68
#2	16/16	100	73
#3	16/16	100	63
#4	16/16	100	50
#5	11/12	91	44
Total	76	98.2	298

K-3 Career Awareness Curriculum Kits

Number of Activities Tested by Each Field Test Center

*Field Test Center	Number of Assessments
Douglas County schools	46 activities tested
Clackamas County schools	45 activities tested
Marion County schools	67 activities tested
Jackson County schools	37 activities tested
Wasco County schools	38 activities tested
Umatilla County schools	29 activities tested
Union County schools	17 activities tested
Linn-Benton schools	16 activities tested
Coos/Curry schools	12 activities tested
Lane County schools	7 activities tested
Multnomah County schools	5 activities tested
Total	319

4-8 Career Awareness/Exploration Curriculum Kit Field Test

Number of activities tested overall	=	470
Number of teachers field testing	=	85
Number of students impacted (est.)	=	2,100

* The centers field tested activities within each of the five program goals.

4-8 Career Awareness/Exploration Curriculum Kits

Field Test Finals

Program Goal Number	Activities Assessed Number	Activities Assessed Percent	Total Assessments
1	21/27	77.1	69
2	26/27	95.2	90
3	25/27	91.5	90
4	26/36	73.3	153
5	23/27	85.9	68
Total	121	84.2	470

4-8 Career Awareness/Exploration Curriculum Kits

Number of Activities Tested by Field Test Centers

*Field Test Center	Number of Assessments
Beaverton	24
Coquille	24
Grants Pass	48
Junction City	36
Oregon City/Canby	56
Parkrose	63
Salem	41
Springfield	30
Wasco County IED	115
Multnomah	33
Total	470

*The centers field tested activities within each of the five program goals.

Field Test Questionnaire for Formating, Packaging and Summary of Teacher Training of Curriculum Materials

		Yes	No
1.	Should activities be listed for grade levels?	44	17
2.	Should activities be cross-referenced to subject matter?	53	7
3.	Do activities need titles?	39	22
4.	Do you feel that teachers can easily adapt these activities to meet class needs?	53	3
5.	Do you like the notebook format?	43	19
6.	Would you prefer a kit? (similar to SRA materials)	30	29
7.	Would you prefer some other format? If yes, please describe.	13	41
8.	Is color coding helpful?	57	3
9.	How much orientation do teachers need?		
	None	3	
	1 hour	27	
	1/2 day	23	
	1 day	8	
	Longer	2	

D. Summary and Conclusions

In summary, the project has been a great success to this point in time based upon input and feedback from those educators directly or indirectly involved in the field-testing. The field testing phase proved to be extremely beneficial and rewarding for the project developers. The teachers and students involved seemed to be very impressed and enthused with the curriculum materials. They enjoyed the opportunity to be involved in the field-testing and are looking forward to receiving a complementary set of the curriculum materials for their use.

It was made very evident that if administrative teacher inservice training was not made available it would directly affect the progress and impact of the implementation of the materials with students. Therefore, a strong inservice training component has been provided for along with the dissemination process.

E. BUDGET APPENDIX C

TITLE OF PROJECT Career Awareness/Exploration - Curriculum Materials

	TOTAL COSTS	LOCAL COSTS	FEDERAL COSTS
A. Personnel--Including Employee Benefits			
[Confidential information removed.]	$4,200	$4,200	
	4,200	4,200	
	1,000	1,000	
	780		$ 780
	895		895
	780		780
	780		780
	780		780
	180		180
	180		180
	180		180
B. Travel	1,718	484	1,234
C. Services--Please Specify			
Secretarial Support	1,000	500	500
Graphic Artist	1,175	1,000	175
D. Supplies	571		571
Printing	22,000	22,000	
E. Equipment--Use only when appropriate			
F. Other Costs			
Indirect Cost	425		425
Cost Sharing (percent)	100%	82%	18%
Column Totals	$40,884	33,384	$7,500

Revised 10/1/75

F. Recommendations

Based on the experience with the project in developing curriculum materials it is recommended that SEAs and/or LEAs wishing to adopt/adapt the curriculum material should consider the following:

1. Understand what a goal-based instructional program is,
2. Develop a guide for the implementation of the materials,
3. Provide for administrative/teacher inservice training,
4. Involve key people and agencies in advertising the availability of the materials,
5. Develop brochures and sample materials to advertise,
6. Provide ample time to field-test materials (at least six months), and
7. Periodically revise and update the materials (every three to five years).

APPENDIX

Reference Materials

- Implementing Career Awareness in the Elementary School, ODE 1975
- Career Exploration Guidelines, ODE 1974
- Elementary and Secondary Guide for Oregon Schools, ODE 1976

EXHIBIT A

FIELD TEST CENTER

FIELD TESTERS GENERAL INFORMATION SHEET

Date _____

School District _____

Teachers Name _____

Grade level taught _____

Subject matter area _____

Number of Elementary schools in the district _____

Number of Middle schools/Jr. Highs in the district _____

Number of High schools in the district _____

Total school/pupil enrollment in the district _____

At this time your utilization of Career Education concepts are:

Infrequent Utilization — Frequent Utilization

1 2 3 4 5 6 7 8 9 10

Does your district have a comprehensive Career Education Program? YES ( ) NO ( ).

Comments: _____

_____

_____

What is your individual background in Career Education:

____1. Read a book.

____2. Took college classes in Career Education. (D.C.E.)

____3. In-service training. (District)

____4. Talked to people about Career Education.

____5. Individually investigated Career Education materials.

____6. Attended workshops in Career Education.

*This was the format teachers used when assessing the quality of each activity.

EXHIBIT B

ACTIVITY ASSESSMENT

Date _____ Subject matter area _____

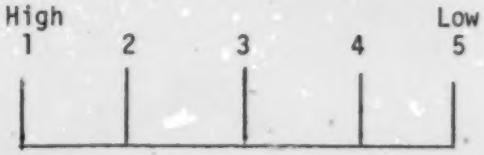
Grade level _____

Teacher _____

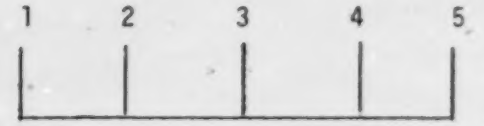
School _____

Activity No. _____

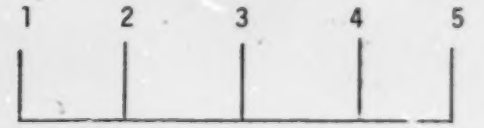
Student response



Appropriateness to subject matter



Organization



Appropriateness to student background

Suggestions _____

_____

_____

_____

_____

_____

_____